

Miss Isobarger

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

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CLASSROOM METHODS AND STEPS OF THE RECITATION

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I. THE PROBLEM METHOD

Problem-solving teaching may be said to consist in the raising of perplexity, confusion, or doubt in the minds of students, in such a manner as to challenge solution, and then supervising their efforts at solution, e.g. laying out a garden; planning the fattening ration for shoats.

II. THE PROJECT METHOD

The raising of the problem challenge in the realm of the real, the material, the physical or the practical, in which the solution involves real life situations in actual production, is the essence of the project method, e.g. the planting of the garden; feeding out a pen of shoats.

III. THE PROBLEM-PROJECT METHOD

Consists of setting up all the materials for student effort in the form of a challenge, a problem, or a connected series of problems leading to a real, material or some other productive end. Problems are solved in the process of arriving at the solution as to what is best procedure to follow in undertaking and putting over a productive project under a natural life setting. The project or whole effort is not realized until actual productive results in line with problems solved have been secured.

IV. THE ARBITRARY SUBJECT MATTER METHOD

It is the setting up of subject matter on the logical or textbook method of treatment. Assignment is commonly made as so many pages to be read with no outline of problems or challenges set up other than those devised by the author of text. Pure mastery of subject matter is expected.

(Note the next page as an illustration of subject matter set up on the project-problem basis.)

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Teaching is merely leading students from the known to the unknown. Effective class-room organization and method systematically motivate and challenge student effort at all times. The class meeting is not a time to lecture (talk students to sleep), but to clear up unsolved problems that have arisen in student's minds as a result of their effort to master problems set up in their previous assignment.

The steps of the recitation are never more than four and commonly only three.
FIRST STEP. Get your student group ready for the new or additional things you want to teach.

SECOND STEP. Put over the new or additional information by the most economical and effective teaching means at hand.

THIRD STEP. Check up the student to determine how much of the new material taught he has mastered. Kind as well as frequency of the check-up should vary according to the nature of material involved.

FOURTH STEP. Final inspection or check-up of student at rather long intervals to determine individual fitness over more or less extensive fields of rather unrelated materials. (See last sheet)

EDUCATIONAL ADMINISTRATION

II. Administrative and Supervisory Problems (continued)

- C. The Daily Program - Supervised Study, etc.
- D. Extra-Classroom and Curricular Activities.

References --

- C. Cubberley, E.P., The Principal and His School, Chs. 9, 17.
- Colgrove, C.P., The Teacher and the School, Ch.15.
- Johnson, F.W., Admin. and Sup'v'n of the High School, Ch. 19.
- D. Johnson, F.W., Admin. and Sup'v'n of the High School, Ch.9.
- Davis, C.O., Junior High School Education, Ch. 19.
- Terry, Paul W., Extra Curricular Activities in Jr. H.S. Ch. 1-4.

Problems and Points for Study --

- C.
1. - What are the most common factors varying the type of daily program?
 2. Evaluate the application of Cubberley's thirteen principles in program making.
 3. Distinguish between the common-class and the platoon-type program.
 4. Evaluate Colegroves five leading objects in building the daily program.
 5. What as to the importance of Colegrove's three factors to be kept in mind in making a daily program.
 6. What are the chief arguments in favor of supervised study?
 7. How best arrange the daily program so as to secure supervised study in all subjects?
 8. What should be the order and relation of supervised study to the recitation proper?
 9. How should the school program be set up to facilitate supervised study?
 10. Why is supervised study impossible in the general study hall?
 11. What students seem to benefit most from supervised study?
 12. List the advantages and dangers involved in undertaking supervised study.
- D.
13. What are the chief reasons for extra-classroom and extra-curricular activities?
 14. Evaluate the need for and the importance of Johnson's seven-fold policy respecting the organization and conduct of extra-curricular activities.
 15. Make a list in their probable order of origin and emphasis of the most commonly occurring extra-curricular activities.
 16. Evaluate Johnson's four aims to be kept in mind in all extra-curricular activities.
 17. Wherein would the collateral activities of Junior High School and the extra-curricular of Senior High School differ?
 18. What special training values are to be found in the organization and conduct of school clubs?
 19. What should be the underlying basis on which all extra-school activities should be conducted?
 20. What limit as to size of organization, time, and place of meeting, etc., should be made?

OUTLINE OF THE FOUR STEPS IN THE INSTRUCTING PROCESS

BY THE LINES OF APPROACH

Steps	Lines of Approach	
	Developmental	Informational
I		
Preparation	: 1. The suggestive question	: 1. The informational question
Foundation	: 2. Demonstration	: 2. Demonstration
	: 3. Illustration	: 3. Illustration
	: 4. Experience	: 4. Experience
II		
Presentation	: 1. Demonstration	: 1. Demonstration
Putting Over	: 2. Illustration	: 2. Illustration
	: 3. Experiment	: 3. Lecture
III		
Application	: 1. On the job	: 1. On the job
Checking Up	: 2. Discussion	: 2. Recitation
	: 3. Recitation	: 3. Written test
	: 4. Written test	: 4. Examination
	: 5. Examination	
IV		
Inspection	: 1. On the job	: 1. On the job
Final Test	: 2. Recitation	: 2. Recitation
	: 3. Examination	: 3. Examination

The lines of Approach in the instruction process are only two: Developmental(Inductive) and Informational (Deductive).

The Developmental Approach is always more interesting and more effective in presenting new subject matter. The Informational Approach to subject matter is more direct and over a field closely related to knowledge already possessed by the pupil. It is more economical as a time saver. It is the approach commonly used in all forms of drill or review of subject matter previously presented.

Steps I and II are really the only steps involved in the real process of teaching. If both perfect pupils and a perfect teacher composed a class, there would be no other steps than these, and the job would be a perfect one. Step I consists of getting the pupil ready for new knowledge and Step II consists of imparting the new knowledge. Because neither perfect pupils nor perfect teachers exist, Steps III and IV are necessary. The time spent by a teacher in Steps III or IV are not really teaching but only finding out what the pupil does not know.

Under each line of Approach is listed in a progressive order a series of OPERATIVE TOOLS which a teacher may use in carrying out the purpose of each step of the recitation. A proper approach of subject matter, the wise selection of operative tools and a skillful use of the same are the measures of a real teacher.

